DOCUMENT RESUME

ED 116 062 CG 010 231

TITLE	National Conference on Counseling Minorities (2nd, Michigan State University, October 27-30, 1974). Proceedings.
INSTITUTION	Michigan State Univ., East Lansing. Kellogg Center for Continuing Education.
PUB DATE	Oct 74
NOTE	57p.; For related document, see CG 010 230
EDRS PRICE	MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS	*Conference Reports; Counseling; *Counseling Effectiveness; Elementary Secondary Education; *Minority Groups; *Negro Students; *Social Services; Student Needs

ABSTRACT

Participants included more than 400 persons from counseling, educational and related settings. Responding to the suggestions of the participants of the first conference, a number of workshops focusing on skill building were held. The goal was to strengthen the commitment of counseling professionals to assist minorities in the process of self-actualization. A number of experts from the field of welfare, politics and education shared their views and experiences in panel presentations. Workshops, focusing on the theme of each panel, followed. These small group discussions allowed indepth examination of the theoretical formulations and instructional models suggested by the panel members. The document presents a brief summary of each of those presentations and workshops. (Author)

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ED116062

Proceedings

Second National Conference

on

Counseling Minorities

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October 27-30, 1974

Kellogg Center for
Continuing Education
Michigan State University
East Lansing, Michigan 48824

CG 010 231

Sponsored by the Michigan State University Urban Counseling Mental Health Program in cooperation with the College of Education, College of Urban Development, Counseling Center, and the Department of Human Relations.

Preface

The Second National Conference on Counseling Minorities was held at Michigan State University, October 27-30, 1974. Participants included more than 400 persons from counseling, educational and related settings. The conference was again housed in the Kellogg Center for Continuing Education. Responding to the suggestions of the participants of the first conference, a number of workshops focusing on skill building were held. The goal was to strengthen the commitment of counseling professionals to assist minorities in the process of self-actualization.

A number of experts from the field of welfare, politics and education shared their views and experiences in panel presentations. Workshops, focusing on the theme of each panel, followed. These small group discussions allowed in-depth examination of the theoretical formulations and instructional models suggested by the panel members. Feedback from conference participants indicated the success of the various activities. Particular enthusiasm was expressed for the numerous opportunities provided for informal interaction between those who attended the conference.

We hope that these proceedings will be of assistance to you in your daily work operations and invite you to join us at the Third National Conference on Counseling Minorities Conference to be held October 12-15, 1975. Information can be obtained from the Kellogg Center for Continuing Education, Michigan State University.

Dr. Gloria S. Smith
Dr. Thomas S. Gunnings
Co-Chairpersons
Conference Planning Committee

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COUNSELING BEYOND SURVIVAL

Keynote Address

Dr. Robert L. Green
Dean of the College of Urban Development
Michigan State University

Counseling beyond survival is not just a concern for one's immediate environment, but a crucial issue from a state, national and international standpoint. One cannot divorce the suffering of black people in Harlem from the plight of our Native American brothers and sisters or the starving of people in South America and South Africa.

A noted social scientist has pointed out that the homicide rate for black males has doubled in recent years. This increase, and other recently documented urban ills, are directly related to cultural and social issues. As such, counseling professionals must become activists and catalysts in creating social change, not just on a personal level, but on a national and international level. This is counseling beyond survival.

Counselors must do more than simply help the urban poor to cope; they must help the client to seek fulfillment beyond mere living. They must also seek additional tools beyond psychoanalysis. For it has been demonstrated that the childhood of the urban dweller is affected by stresses beyond those identified by theorists like Freud, thus rendering psychoanalysis less than helpful in dealing with the problems of urban life.

Survival often comes down to a struggle between the haves and the have-nots. The poor are always the hardest hit in times of poor resources,

like recessions or depressions. The issues facing the counselor of the urban poor often consist of the basics. To start with, who shall eat? One-quarter of the world's population is suffering from malnutrition, partially due to natural causes and partially due to the greed and waste of the richer nations like America who buy up the food that other countries could use. Our livestock eat two to three times better than the people of many other nations. And even in America, 25 million live below the poverty level, with many people attempting to survive on dog food.

High unemployment is another crucial issue facing minorities today. More than 30% of our black male young adults are out of work in Detroit, and the figures are liable to rise. Couple this with the already existing problems of discrimination in employment and the problem becomes compounded. Survival must not be the goal. We must motivate and teach our children so that they will have the desire and the capability to live better than their parents did.

Finally, the counselor's role in America must be that of advocate for the poor and powerless -- we cannot remain neutral. Educational institutions are fast becoming the battlegrounds of the fight for the right to something more than minimum wage, something more than poverty level, something more than survival. We are our brother's and sister's keeper. We must strive to change the quicksand of racial injustice into the solid rock of racial dignity.

MINORITY ACCESS TO RESOURCES

Panel

Presiding - Dr. Alice Scales
College of Education
University of Pittsburgh

Congressman Andrew Young, Panel Chairperson

Panel Members -

Education -
Dr. Joseph McMillan, Assistant Vice President
for University Relations and Director, Department
of Human Relations, Michigan State University

Labor -
Ms. Berthina Palmer
Administrative Assistant
Cleveland AFL-CIO
Federation of Labor

Media -
Mr. Alex Poinsett, Senior Editor
Ebony Magazine

Congressman Andrew Young

We must each develop a sense of identity and a sense of direction and mission. In secular America this requires a drastic change in our present dependent status. Counselors must counsel individuals to aggressively attack and change their environment to be responsive to their interests and goals. We must use our inner resources which give purpose and definition to our lives. In fact, minorities have a tremendous capacity for leadership in the solution of urban problems. Minorities have a better understanding of urban environments than any other group. Thus, if a functional urban environment offering quality education, health care and other services is going to emerge, minorities must play a major role in its planning and implementation. This involvement

in the restructuring of our environment will lead us beyond mere survival into leadership roles.

Religion has been a driving force and stabilizer in the lives of minorities. In fact, the major changes in our history have emanated from the black church, such as, slave rebellions and the founding of the NAACP and the SCLC.

Blacks must make changes in the educational system. It is presently made up of a group of 19th century men in 18th century institutions trying to deal with 20th century problems. In light of this situation the continued distortion of minority potential and academic achievement is not surprising.

In short, we need increased minority participation in educational, political and economic systems.

Dr. McMillan

Education remains the key to upward mobility in our society. However, minorities continue to be denied access to this resource. In fact, I know from my own experience as a public school administrator that the educational system in the urban community has died. Our most powerful resource is ourselves and our children, and though minority children today are some of the brightest to ever attend school, they continue to fail. The paradox is that while blind, deaf and even mongoloid children are taught the basic academic skills, normal minority children are labeled uneducable. To act toward solutions, educational professionals should form a coalition to restructure the urban school

system. For knowledge is power and if we are truly dedicated to education we must unlock the minds of our children so that they may use this power.

Ms. Berthina Palmer

There are a number of training programs and job opportunities in the field of labor that open minority access to labor resources. It is important that counselors relate this information to minorities, and help guide them to the proper educational preparation for these jobs (i.e., courses in math, science, and English). Minority success in these fields is contingent on the counselor's knowledge of the career field -- they should expand this knowledge.

Mr. Alex Poinsett

Minority access and input into the mass media is critical because of the continuing distortion of black America by the media. In fact, blacks are still treated as curiosities or exotic wonders with more attention given to sales than truth or reality. In terms of employment, blacks have been hired as newswriters, reporters, copywriters, editors, announcers, newscasters and engineers. Yet, in spite of the increased employment and coverage of blacks, there has been no major change in terms of black control of the media. The counselor's job is twofold: 1) encourage blacks to enter this field, and 2) inform them of the educational requirements necessary for employment.

Blacks are treated as exotic wonders by the general media, Alex Pointsett, Senior Editor of Ebony, notes during a panel discussion on minority access to resources.

Workshop
Access Through Bilingual Education

Mr. Carlos Olivarez
East Lansing High School

The Urban Counseling Program at Michigan State University, which is headed by Dr. Thomas Gunnings, takes the Systemic Approach, which is to say that it is not the client who has a problem but the "system" which is a problem for the client. Most counseling theories train one to work with the student (behaviorally or psychologically). The Systemic Approach determines what part of the system is causing the problem and attempts to change the system to eliminate the problem.

We can apply this approach to the problem of a bilingual student.

> A bilingual female freshman student tells a counselor that her teacher is insisting that she participate in class discussions. The teacher has already come to the counselor and indicated that he would have to flunk the student if she did not participate in class discussions because it was a requirement for the class. The student comes to the counselor a second time and asks to drop the class (get away from the problem). The student then indicates to the counselor that she has the problem.

If this problem was dealt with by using behavior techniques, attempts would be made to increase the student's verbal skills. Using the Systemic Approach, the teacher would be contacted and the three of them would discuss the system's role in the problem. For example, the teacher's expectations of the student would be evaluated, while the other students' attempts to make this student feel inferior would be questioned. The example I have used is a real one, and as a result of using the Systemic Approach, the student passed the class by reading and writing more. I encourage everyone to use the Systemic Approach in their own institutions.

MINORITY ACCESS TO RESOURCES

Workshop
Role of the Black Colleges

Dr. Norman Dixon
University of Pittsburgh

There are several possible explanations for the recent decline in enrollment in black colleges, such as: 1) the continuing myth that black colleges are inferior, and 2) the limited knowledge that many high school guidance counselors have about these colleges. This second reason is of particular importance since school counselors have a tremendous impact on the type of institutions students select.

In the workshop several resolutions were proposed and endorsed by the participants. First, black people can no longer ignore the plight of black colleges. Second, arrangements must be made to prepare leaflets, brochures, bulletins and newsletters containing data about black colleges. Special attention should be given to providing data on the curriculum and financial aid. Third, third world students should be encouraged to consider black colleges as viable means of obtaining a post-secondary education. Fourth, it was agreed that these activities cannot be implemented by talking; action was seen as the key.

Workshop
Access: A Feminine Perspective

Dr. Laurabeth H. Hicks
Southern University, Baton Rouge, La.

Sexism is a living reality in this country. 1) There is still much role stereotyping going on in our society; 2) Far too much of this stereotyping is being perpetuated by highly trained counselors and helpers not to mention parents, teachers and peers; 3) The problem faced by minority women in sex role stereotyping is a double one; 4) The best opportunities in terms of prestige and power and attractiveness (by American standards) still go to men; 5) Many women hold themselves in very low esteem; 6) The child care problem seems to be the biggest handicap to women who attempt to move into gainful employment.

The APGA Sex Equality in Guidance Opportunities (SEGO) project is a mammoth step which will make ripples throughout the nation by making people more aware of the prevalence of sex role stereotyping. It is a project which is action oriented and which focuses on: 1) increasing awareness of sex role stereotyping; 2) setting realistic goals for minimizing or eliminating the problem; 3) identifying strategies, resources, and information for increased effectiveness in guidance and counseling; and 4) involving people throughout the country in various kinds of training workshops which are coordinated by the 51 trainers, representing 50 states and the District of Columbia.

(The following suggestions were made by the workshop group for sensitizing people to the problems of sex stereotyping.) 1) Identify

your SEGO state trainer and draw on her resources in organizing workshops and providing other resources; 2) Examine books used in your school for sex role stereotyping. Make recommendations based on your findings; 3) Conduct a special film festival which presents films and film strips which serve as conscious raisers and resources; 4) Analyze your school in terms of sex role stereotyping and develop a plan for minimizing this problem; 5) Become acquainted with procedures for identifying sex bias in tests being used in counseling and make recommendations based on your findings; 6) Examine and acquaint others with Titles VI and IX, particularly those sections dealing with discrimination in counseling, testing and athletics and arrange interpreting sessions which include the implications of sex bias practices; and 7) Explore more innovative procedures (i.e., The Carkhuff Human Resource Development model, along with several others, shows real possibilities as a culture-free counseling model).

MINORITY ACCESS TO RESOURCES

Workshop
Access: Career Choice

Dr. Lee June
Mrs. Gwendolyn Watts Pringle
Michigan State University Counseling Center

The major theories of vocational choice ignore the role of discrimination in career exploration of minorities. In fact, discrimination is the major barrier to career exploration and choice. Other barriers include: the lack of role models (also due to discrimination), lack of information and exposure to careers, inadequate preparation, low teacher expectations and the repressive nature of school systems.

The counselor's role is to work for system's change by eliminating discrimination and teaching students how to negotiate in a discriminatory system. Other responsibilities include exposing students to the world of work through career days and visits to various employment settings. Group counseling in career exploration is another method of facilitating student decision-making.

MINORITY ACCESS TO RESOURCES

Workshop
Role of the School Counselor

Dr. Wanda Green
Supervising Director of Guidance Counseling
Cleveland Board of Education

The success of an educational program in Cleveland which provided education for adults over 30 using non-standard methods illustrates that there is no such thing as a non-learning human being. The problem is that the status quo ignores certain groups by asking for credentials that are irrelevant in determining a person's ability to learn. Thus, a different set of standards need to be considered for black children whose strengths tend to be in the nonintellectual areas. Unfortunately we have not yet learned to measure these non-intellectual factors adequately or accurately.

The counselor's role is to extinguish the fear of failing. We must communicate to students that the paths they take to learn survival are the same channels necessary to learn anything. In addition, we must be able to deal with any student, regardless of his personal characteristics. We must not label children, but teach them to accept themselves. The counselor must encourage the student to view failure as the first step to success.

The question becomes, "How much are blacks in power willing to sacrifice for this goal?" Right now, the focus is on us as professionals and we must do more than teach; we must contribute a part of ourselves. For "people affect people," not books and school rooms.

Guidance counselors should provide all children with information

about college, and specifically: 1) help with the red tape of college jargon in tests and applications; 2) intensify and broaden the exposure of minority and disadvantaged children to standardized test-taking; and 3) teach children about the various types of high school educational opportunities available.

Finally, we should all multiply ourselves at least by two -- find another person who is committed to the education of our children and establish communication channels with which to discuss and implement vital changes.

Dr. Wanda Green, far left, leads a workshop on the school counselor's role in students' lives in which she states a major obligation is for the counselor to dispel fear of failure among students.

Workshop
Testing for Access: The Zero Sum Game

Dr. Robert L. Williams, Director of Black Studies
and Professor of Psychology
Washington University, St. Louis, Missouri

Dr. Horace Mitchell, Black Studies Program
Washington University, St. Louis, Missouri

Dr. Williams

There is a distinction between the use of tests for educative and educational purposes. In the former situation tests are used to help students strengthen their skills, while in the latter tests are used for placement, admissions and grouping. It is in this category that institutions have the power to determine who has access to educational opportunities. Historically those eliminated have been minorities. Testing is the hired gun of racism which has replaced the more overt methods of segregation. What we are left with is the zero sum game as practiced with the use of the normal curve, which is based on the assumption that mental abilities are distributed on a continuum with 50% of the population scoring above and below the mean. When scores above and below the mean are added, one obtains a score of zero.

The predictive ability of standardized tests are such that high school grades are much better predictors of future academic achievement.

If a child can learn in one culture, such as the minority cultures, he can learn in another. Furthermore, if a child can learn a vocabulary, survival techniques and other nonacademic skills, he can certainly learn academic subjects. Unfortunately minority children are not given an

opportunity to prove their ability. But, considering the trend of court decisions concerning testing and school records, further pressure through the courts could break the back of the testing industry in the next few years.

Dr. Horace Mitchell

These points need to be made about the validity of standardized tests:

1) Construct validity - Standardized tests over-emphasize verbal ability which is only one aspect of intelligence; other predictions induced from intelligence should be used.

2) Concurrent validity - These tests only predict performance on other tests, not performance in the child's home environment.

3) Content validity - Test items reflect familiarity with the white, not the black culture.

When blacks are excluded from the sample on which a standardized test is normed, the results cannot be generalized to include them. Reliability is dependent on the relationship between the tester and the student and the student's attitude toward testing. Both of these variables tend to result in a poor performance by blacks. Alternatives to the use of these tests include a moratorium on testing and the development of culture-specific tests.

MINORITY ACCESS TO RESOURCES

Workshop
Access: Services of Counseling Centers

Dr. Wyatt Kirk
Western Michigan University
Kalamazoo, Michigan

With the increasing presence of minority participation throughout the university environment, professionals in the field of counseling and guidance must ask themselves an important question: Should there be a special program developed for minority students, involving admissions, orientation, retentions, tutorial services, counseling (academic as well as personal) and other supportive service? When we in personnel and guidance attempt to answer this question we must look at the advantages as well as the disadvantages of having an autonomous unit for serving minority students. Of course, this is not a decision that is made overnight but it is a decision that must involve professionals that are interested in the well-being of minority students. Even when discussing the autonomy of the special program for minority students we get both opposition and support. Before we as counselors take a stand it must become clear in our minds in what areas we actually are willing and able to help minority students. We must take into consideration that what is to be accomplished to make the minority unit autonomous varies from institution to institution. And as a result, we must clearly define our goals before anything positive can result from our actions.

MINORITY ACCESS TO RESOURCES

General Session
Consequences of Access: Culture Shock

Ms. Mary Brady
College of Human Medicine
Michigan State University

The concept of brotherhood in the treatment of man has historically been omitted in regard to blacks. In fact, non-minorities have been taught to blame the victim for his failings. Such teachings have fostered a general apathy toward blacks and perpetuated an unhealthy competition among blacks. Culture shock within the context of ethnic differences in speech, behavior, and values, have fostered feelings of inferiority among minorities. In addition, these differences are used to deny access to education, which is seen as the key to advancement and power.

There are several roles for the counselor and educator. First, there is a need to educate minority students concerning their rich cultural heritage. This was seen as essential in the development of a healthy, positive self concept. Second, these students need guidance in the planning of their futures. In effect, the professional is responsible for providing a role model for students. We must remember, however, that before we can facilitate personal growth in our students, we must strengthen our own commitment to human rights and eliminate the barrier of distrust between professionals and laymen.

We must start by ceasing to be minority experts and strive for the recognition of the humanness, and dignity of all peoples.

Respondents

Ms. Sharon Cardwell
Principal, East Lansing School District

Counselors and administrators experience culture shock when first exposed to students from a different culture. Thus, we need in-service training for these persons. In addition, we need minority-parent involvement in planning activities, better communication between professionals and the development of a more relevant curriculum.

Ms. Maria Campbell
Graduate Student, California State College
Sacramento, California

There is a great culture shock experienced by the Latino students who attend a college outside of the "barrio." They are stereotyped and in some instances penalized for speaking their native language. We need minority faculty representing a variety of ethnic gruops and even more crucial, we need higher minority enrollment in graduate programs.

Ms. Theda Starr
Columnist; Ph.D. Candidate
Shawnee, Oklahoma

The plight of Native Americans can be exmained in a historical perspective. The customs of the Shawnee Indians have many significant and beautiful meanings. Not only does our society have a glaring lack of knowledge and a wealth of misinformation about the Native American, but myths about them are often perpetrated by academicians.

MINORITY ACCESS TO RESOURCES

General Session
Equal Access: Then and Now

Mr. Charles Gordon, Director
Special Student Services
Wayne State University, Detroit

There are three major problems facing education today: 1) equal access, 2) recruitment and retention of minority students, and 3) illiteracy and other low achievement indicators at the college level.

Title IV of the 1965 Higher Education Act created the Trio programs: Upward Bound, Talent Search and Special Services. Upward Bound was designed to give pre-college preparatory training to minority and disadvantaged students. Talent Search identifies minority and disadvantaged students with academic potential and encourages them to enroll in college. Special Services aids minority and disadvantaged youth in initiating, continuing, or resuming a college career.

Not only have these programs helped to discover the inadequacies and misplaced priorities of various institutions, but they have demonstrated in word and action that competency comes in all colors, and that help and self-help are equally important. In fact, Trio programs have been more successful in the last ten years than any other national effort geared toward equal educational access.

The role of the counseling professional can be defined within the context of the "7 C's": 1) Courage; 2) Commitment; 3) Competency; 4) Communication; 5) Concern; 6) Career Counseling; and 7) Cooperation.

In spite of the success of these programs, we have only scratched the surface. For there is still a shortage of minorities with advanced

degrees, particularly in the physical and biological sciences. Adding to the problem is the current economic situation which has forced the closing of some colleges as well as an increase in interest rates on post-secondary loan programs, such as the Guaranteed Student Loan.

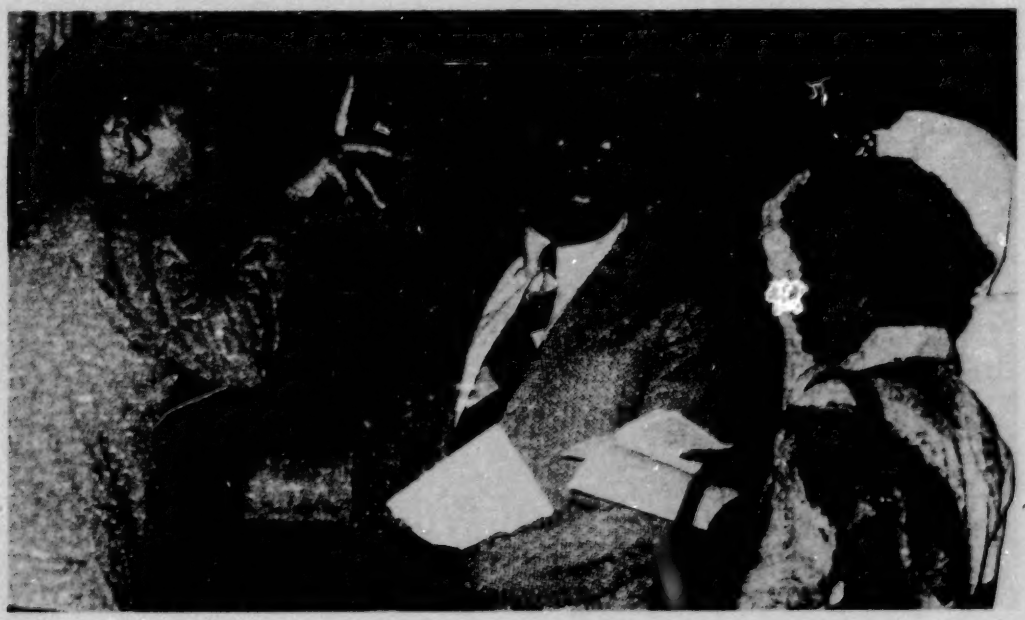
Professionals need to support education as a national priority and strive to reach the goals they have set for themselves, for most students frequently close their ears to advice, but all students open their eyes to example.

Respondent: Dr. Vijay Sharma
Professor of Educational Psychology
University of Wisconsin, Milwaukee

The seven C's form an important checklist for professionals to evaluate their helping performance, but success depends not only on achievement and culture, but on race and sex; not only on what you know, but who you know. We must not ignore this situation. We must make sure that equal access does not remain "a promise without performance." Counselors should help their clients to plan, not just for tomorrow, but for their whole life.

Gumecindo Salas, director of minority programs at Michigan State University, opens a general session on "Minority Action for Changing the Status Quo."

Sometimes there were more questions than answers for conference coordinators Thomas Gunnings and Gloria Smith during the three and one-half day conference at Kellogg Center.



MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Panel

Presiding - Mr. Gumecindo Salas
Director of Minority Programs
Michigan State University

Dr. Thomas S. Gunnings - Panel Chairperson
Assistant Dean for Health Programs
Professor of Psychiatry
College of Human Medicine
Michigan State University

Panel Members -

Economic -
Dr. Shelby Smith
Atlanta University, Atlanta

Education -
Dr. William Gardner
Head of Psychology Department
Lincoln University
Lincoln University, Pennsylvania

Health -
Dr. Willie S. Williams
School of Medicine
Case Western Reserve University, Cleveland

Welfare -
Mr. Paul Hubbard
Detroit Bank and Trust

Dr. Thomas Gunnings

We are living in times which demand that we use our minds to survive. However, we must first free ourselves from the fears which have kept us in a position of second class citizenship. Our present status is based on the fact that the system is not responsive to our needs. Thus, we must move into positions where we as minorities can control the system. Only then can we help our children develop their minds. Changes in the educational status quo involve political decisions

which deserve serious consideration. For example, what is the relative value of busing in view of the psychological damage being done to our children.

We must find solutions to problems such as this one.

Dr. Shelby Smith

The use of subversive political education can be a means of changing the status quo. The educational system is used to perpetuate the status quo by teaching us to accept the racist policies which have oppressed us. In fact, many of us have been so well indoctrinated that we defend and protect the current system of oppression. There is a pressing need to reform, not just revise, in all of our systems, but particularly the educational system. However, a complete restructuring of the personnel, content and policy of education will not be an easy task. Therefore, we need to create alternate methods of transmitting values and ethics necessary to change the status quo.

Dr. William Gardner

Affective and cognitive levels of learning are directly related to the mastery of educational skills. My current research project focuses on assessing the role of linguistic styles, interest levels and behavior patterns on the learning styles of minority children. One of the objectives of my research is to bridge the gap between learning and counseling techniques. The goal of this longitudinal study is to determine whether academic achievement can be increased by coupling the interpersonal, affective, and cognitive areas.

MINORITY ACTION TO CHANGE THE STATUS QUO

The major problem of minorities is an attempt to identify with a culture which is alien to their values and heritage. Their resulting failure is thus understandable, Dr. Willie Williams maintains.

Dr. Willie Williams

The major problem of minorities is an attempt to identify with a culture which is alien to their values and heritage. Their resulting failure is thus understandable. There are strategies, however, which can facilitate a change in the status quo. As an example, the Minority Medical Program at Case Western Reserve University has been successful in increasing minority enrollment, financial support and academic success. The major philosophy of this program is that our society is racist and that it must be changed in order to facilitate the success of minorities. Thus, admissions standards have been altered and students are trained in communication as well as academic skills. In addition, community service is stressed. Similar strategies could be employed in dealing with other major systems.

Mr. Paul Hubbard

It is difficult to relate the welfare system to counseling beyond survival since this system was designed to maintain most minorities below or at the survival level. Welfare policies accept the need for a three percent unemployment level to maintain a stable economy and deny clients the opportunity to increase their financial status. Counselors must teach clients about the political system and how it controls their lives. However, to effectively work with clients for change, counselors must themselves exhibit certain characteristics including: 1) a commitment to purpose, 2) an understanding of the difference between client and system problems, and 3) a thorough knowledge of the client's community and its structure.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Impact on Rural America: The Forgotten Community

Dr. Samuel Johnson, NSSFNS
Atlanta, Georgia

The step-child of our affluent society is Rural America. Present institutions are unwilling to deal with many of the problems facing this segment of our society. In 1959, with a mandate from the United Presbyterian Churches, I organized a team reflecting various minority groups to investigate conditions that existed among minority communities, focusing specifically on the rural Southeast and Southwest. The team found many similarities in the kinds of problems faced by the minority communities investigated (i.e., health, housing, language, and education problems were common to every community whether it was an Appalachian community or on a reservation). There were some positive factors that minority communities shared in common, however, such as bright youngsters in spite of conditions, and a desire to help themselves.

We need a united effort among rural and urban minorities. Relearning one another is crucial if minorities are to work together. Furthermore, vehicles for change can take many forms. You start where the people are, using available resources, and devise strategies suited to meet the needs of the particular community of interest. As an illustration of what can be done to effect change, is the Summer Skills Study Program initiated in a rural Georgia community. The program uses the resources of various minority members working together to deal with common problems.

As for counselors, being knowledgeable about minority cultural background, family conditions, financial aid, testing, welfare systems, and institutions will determine the counselor's degree of success in assisting minority members and affecting change.

Reginald Wilson, president of Wayne County Community College, comments on some of the implications of community colleges for minorities. Minorities tend to be enrolled more heavily in technical courses rather than those leading to bachelors degrees, he notes.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
The Junior College: Its Impact on the Educational System

Dr. Reginald Wilson, President
Wayne County Community College
Detroit, Michigan

The typical community college student is a non-traditional learner. That is, they were not high achievers in high school. Junior colleges previously had admission policies which denied entrance to these students. In contrast, the community colleges emphasized an open-admissions policy. Currently, many junior colleges have adopted an open door policy to increase their enrollment. This has given blacks, Chicanos, women, the poor, veterans and others increased access to higher education. A negative side effect of this open door policy has been a decrease in the pressure on four year colleges to admit minorities. They continue to uphold their "standard of excellence."

The junior and community colleges, however, have met problems in providing a meaningful educational experience for the non-traditional learner. For example, although their admission rates are high, there is also a large drop-out rate. The response to such indications of educational failure should be to make the environment more conducive to learning by institutions: 1) staff development to increase their awareness of the needs and problems of these students, 2) total staff involvement in program and curriculum development, 3) increasing student awareness of their problems and individual goals. It is clear that the community and junior colleges have a responsibility to provide educational programs flexible enough to meet the needs of their multi-cultural student population.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Special Education vs. Equal Education

Dr. Eugene Pernell
Department of Elementary and Special Education
Michigan State University

There are varied definitions of what "survival skills" mean to different individuals (for example, role expectancies and manipulating others). If counselors are to be instrumental in teaching survival, they must teach clients to: 1) make decisions; 2) recognize and identify alternatives; and 3) evaluate the alternatives. Counselors themselves must gather data on alternatives selected by clients, analyze the consequences of alternatives (which means the use of reliable resources); and help implement the alternatives. Counselors should also be aware of "labeling" and the ramifications of this practice as it relates to minorities. In addition, counselors must protect the client's rights and when unable to adequately protect the confidentiality of client concerns, they should inform the client. Most important, counselors should be aware of the abuses of their personal relationship (for example, forcing their values upon clients without asking the client's view).

Three major issues are: 1) for whom does the counselor work; 2) who has final decision-making authority (counselor or client); and 3) do we understand the various cultural backgrounds of our clients.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Developing Native American Programs for Change

Ms. Cecelia Warren
Michigan State Department of Education

There are four major problem areas manifested among Native Americans: 1) school dropouts; 2) alcoholism; 3) the lack of role models; and 4) low self-esteem. Everything possible should be done to keep Indian students in school. Although no specific programs are presently available, the Lansing School District is currently working with Native Americans to develop such programs.

The dropout rate is partly due to the frequent migration of Indian families. The lack of role models and low self-esteem result from the absence of Native American teachers and a general lack of knowledge about the culture. In-service training programs which focus on relating to Native American students should be instituted and Indians should be recruited to direct these programs.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Native American Aesthetics and Counseling

Ms. Theda Starr
Shawnee, Oklahoma

In opening the floor to audience questions about the problems in counseling Native American students, four major issues were discussed: 1) Federal assistance for Native American college students; 2) Values and historical background of Indians; 3) Attitudes of young Native American children toward their culture and American culture; and 4) What can be done to improve communication and understanding between Native Americans and Americans.

First, there is Federal money available for Native American students to attend college. If a student can prove that he is of Indian ancestry, he is eligible for tuition, and depending upon the university, may be eligible for some form of scholarship. The Tribal Operations Office can be of assistance to students in tracing their Indian ancestry.

Second, problems often arise in attempting to counsel Native American students because counselors do not understand their backgrounds and values. Discussions around this issue shed some light on aspects of Indian culture which counselors should be aware of. For example, as children, Indians are taught to be quiet and respectful of their elders. They are taught to maintain a low profile which leads to lack of competitiveness. Also, they are taught to show no signs of emotion when reprimanded. Counselors should realize that the quietness of Indian children and their lack of

interaction with others is simply a manifestation of their culture. "Touch Me Earth" and "The Whispering Wind" were suggested as reference materials for counselors to use in gaining the philosophy of Indians.

Third, Indian children do, sometimes, lose contact with their Indian culture when taken away from it. Most Indian children, though, are developing pride in their cultural heritage. The Indian Art Hall of Fame is one such example of an interest in Indian heritage. Also, in BIA schools today, being Indian is really encouraged. It was suggested that Indian languages be taught in schools so that Indian children can learn their own language.

Fourth, Native Americans living in urban areas often experience difficulties in understanding the customs; particularly in the school setting. In-service training programs are needed for teachers to heighten their understanding of Indian children's behavior. Education programs are needed for Indian parents to teach them to understand their child's school and to communicate with his teachers.

Finally, the presentor commented that humor and honesty are important in counseling, and simplicity in speaking is an asset.

"As we forgive those who tresspass against us," Theda Starr says the Lord's Prayer in sign language before the conferees. Ms. Starr travelled from Oklahoma to address the conference on the importance of retaining ties with Native American culture.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop

Comparative Testing: The Human Experience Test (HET)

Dr. Eugene Cash

The HET is an alternative test, sensitized to cultural differences. The HET consists of seven (7) plates, each with a designated picture for the participant to respond to. The test was standardized on 900 people who equally represented four groups according to sex, ethnic group, age (range from 6 to over 50), and occupational and/or educational levels. All people tested in the standardized groups were people who were making it in the system. The test was easily administered with the directions being: "Write what this picture makes you think and feel." It may be administered in a group or individual setting.

The basic findings show statistically significant differences between black and white respondents when responding to the same stimuli, implying that if people, especially the four groupings used (black male, white male, black female, white female) statistically differ in responses, perhaps their needs (particularly educational needs) are different.

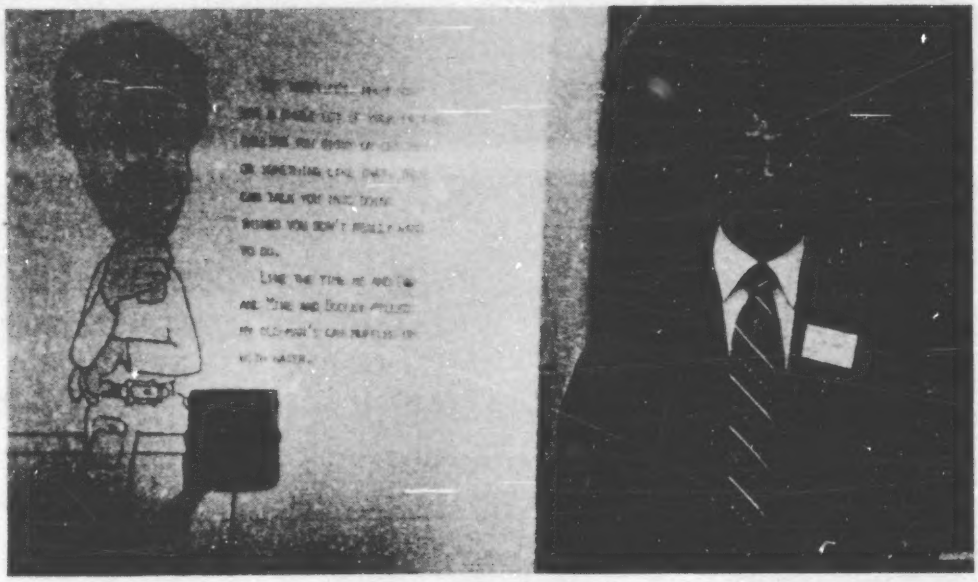
Workshop
Changing the Status Quo: Intervention Through Media

William Powers
and
Charles Beady
Doctoral Candidates, Urban Counseling Program
Michigan State University

The media has had a profound impact upon the mental health of minority Americans, and those who have traditionally controlled the major media channels have ignored media as a potential tool for improving the lives of minority Americans. Minorities need to acquire skills and competence in the area of low cost media production. The concept of low cost media productions provides minorities with a means of controlling, not only content, but concept integration. This point becomes crucial because until minorities can gain significant control over what comes through the major media, a status quo model which does not address itself to minority problems, interests and aspirations, will continue to exist.

Various uses of such productions include: 1) isolation and dramatization of minority problems; 2) explaining the workings of social systems and subsystems; 3) studying minority reactions to social systems and subsystems; 4) motivation training, individual and group counseling; and 5) cultural awareness.

By taking maximum advantage of those available resources we can effectively move beyond counseling for survival.



Low cost media productions give minority persons a chance to control content and concepts in media that do not reflect status quo models to the audience, Chuck Beady says, while displaying some of his own cartoon work.

Various uses of such productions include isolation and dramatization of minority problems, explaining the workings and studying minority reactions to social systems and subsystems, motivation training, and cultural awareness, states Bill Powers.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Changing the Status Quo: The Role of the Administrator

Mr. Fernando Vasquez
College of Education
Michigan State University

Ms. Joyce Kennedy
East Lansing School System

Minority administrators must address programs that have been developed specifically for minorities. These programs are usually concerned with social and financial needs. In addition, they often have global objectives but limited time schedules (i.e., they expect blacks to work miracles). Finally, these programs do not have the total commitment of the sponsoring institution.

Minority administrators must be aware of these problems and of the resources that are available. Three resources include legal support, interest groups, and the personal commitment of minority administrators.

When recruiting minority administrators, institutions are looking for super humans. However, most minority administrators lack the training to handle such responsibilities. In addition, minority administrators have inherent problems such as previously defined goals, previously selected staff and the need for them to be therapists as well as a professional administrator and manager.

The workshop discussed strategies to deal with these problems.

Minority administrators must develop strategies to get around such problems as previously defined goals and previously selected staff, states Fernando Vasquez.

The concept of the negative quota is perhaps the most dangerous of any idea surrounding Affirmative Action, Attorney Walter Leonard warns.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Banquet
A Step Toward Equality:
Affirmative Action and Equal Employment

Walter J. Leonard
Special Assistant to the President
Harvard University

We have watched an evolutionary progress from "nigger" to "Black," from the "colored movement" to the "minority thrust." We have been part of the Third World, and most recently, part of an experiment in so-called reverse discrimination. Reverse discrimination, however, is impossible so long as white males still wield power in this country. We are fostering efforts to reverse the age-old forms of discrimination which still exist. The great documents of this country, the Constitution, the Bill of Rights, etc., espouse an equality that many American citizens have yet to find. A sort of schizophrenia in matters relating to equal treatment of all citizens, and not just white males, results. The great fear, then and now, is a society based on equality.

The Federal government, even while it moved from "a posture of benign neglect to malignant retreat," could see that the task of remedying discriminatory policies could not be left to those who were guilty of the crime. Many laws have been passed, each new legislation attempting to plug the loopholes in the past. The goal was to strengthen the court's ability to demand obedience to the law.

Though the concepts behind the laws are simple, recent rhetoric from both majority and minority sides of the fence have served to cloud the issue and cause confusion. The concept of white women as an under-

class, for example, now enables people to lump racial minorities and white women together for affirmative action purposes. However, the constant and influential relations between white women and the class in power, make their position far different from that of all other minorities. White women have been denied and excluded from rightful rewards and positions, and such a common cause should be met together. As A. Horney Leonard explained, "I believe in coalition, but not in co-option."

A second source of confusion lies in the apparent conflict and/or misunderstanding between...minority groups...and some leading organizations in the Jewish community. Membership in ethnic groups must be noted so that past discrimination may be rectified, but the accompanying false assumptions that such hired or admitted minorities are ipso facto unqualified or below standard, or that such persons deny a white male a possible position, must be wiped from the minds of the country's citizens. Progress in affirmative action cannot be equated with regression in merit as a principle for employment or admissions.

A third confusion that has arisen is that all minorities should have equal access but only to one small share of the pie. This pits those who should work together against each other. It is easier, it seems, to attack the small progress of blacks than to attack those at the root of the evil.

Fourth, the concept of the negative quota, wherein a group, if over-represented, must be fired or dropped until their representation is

consistent with that of the country, is perhaps more pernicious in its dangerousness than any other source of confusion. Carried to its logical extreme, such a practice could wreak havoc upon both minority and majority peoples. Just because minorities are the target today, does not mean majorities might not become the focus of the negative quota tomorrow.

Enormous benefits may be derived from the accurate application of affirmative action principles. After working, fighting and dying so long to bury Jim Crow, let us not allow his more sophisticated cousin, J. Crow, Esquire, to deter us in our progress, or to turn us around.

MINORITY ACTION FOR IMPACT - CHANGING THE STATUS QUO

Workshop
Chicano Aesthetics and Counseling

Ernesto Rodriguez
and
Curlada Eure

Chicano culture still maintains a strong autonomy, particularly in the Southwest where the greatest percentage of Chicanos are concentrated. A great deal of what can be referred to as "Chicano aesthetics" has been lost or commercialized. There is a need for the preservation of Chicano culture as a positive factor with substantial impact upon the mental health of America's second largest minority group.

There are few if any formal agencies existing for the purpose of preserving Chicano music and art. But, it is hard to lose traditions where there are large concentrations of people with a common bond and much of what has been preserved is here because of that reason. As counselors continue to emphasize cultural pride, they help to insure the preservation of this culture and therefore the mental health of its people.

The role of traditional media has ranged from unresponsive to counter-productive in the struggle for enlightenment. The historical distortions portrayed on television and in the movies must be changed, and the unresponsiveness of newspapers and magazines to the plight, needs and the beauty of Chicano culture must be challenged.

COUNSELING FOR A LIFETIME

Dr. Gloria S. Smith
Michigan State University Counseling Center

Counselors cannot be content to maintain a personality "fix it" shop, but must work to improve society which inflicts injury to minority persons at an early age and aggravates the injury throughout life.

Strong minority families and communities can protect children from society's downgrading effects, but strains of society can drain the affection and security of these institutions. This is why movements establishing ethnic pride are so important.

Counselors should open their doors to the community at large to help establish a healthy atmosphere for children at the earliest age. Such work may help couples develop mutual esteem as well. Counselors should also maintain a vigil over school discipline, testing and teaching practice to prevent racism. Counselors should push for more minority models for children and join such groups as "Let's Love Our Children."

If counselors are to deal with the mental health problems that give rise to suicide and other manifestations of troubled emotions, they must deal with the basic feelings of powerlessness that give rise to rage and despair.

Unemployment and poverty have more than their obvious effects. They have reaching emotional effects that make people insecure about their station in life and therefore highly sensitive.

Long-range solutions to problems include working to see that minorities become established now in entry positions in all professional fields and

assuring that promotional paths are open so they may take leadership positions in the future. These leaders will serve as models for the future generations if they keep strong ties with ethnic communities. Keeping these ties is good for the young and for the leaders who need these ties for a strong personal identity.

Older minority people must be handled with care as they are often made the object of younger minorities' anger. The generations stand in relief to each other -- one adapting by asserting racial identity, the other having adapted through being morally upright and obedient.

The counselor must prevent any minority person from being treated or feeling inferior in this society.

Gloria Smith and Byron Kunisawa converse before the panel discussion on "Counseling for a Lifetime." Smith pointed out the importance of expanding the scope of counseling while Kunisawa said counseling for a lifetime meant supplying with skills they could use throughout life.

COUNSELING FOR A LIFETIME

Panel

Presiding - Ms. Maggie Martin
Counseling Center
University of Michigan-Dearborn

Panel Members -

Ms. Katrina Green
Assistant to the Superintendent for Urban Affairs
St. Paul Public School System
St. Paul, Minnesota

Mr. Byron Kunisawa, Director
Multi-Cultural Education
Alameda County Schools
Haywood, California

Dr. Jeremiah Floyd
National School Boards Association
Evanston, Illinois

Dr. Charles Thomas, Professor of Psychology
University of California at San Diego

Ms. Katrina Green

There are two options available for survival. First, there is survival through the development of skills which will allow one to become a productive and contributing individual. Second, there is survival through the welfare system or by taking from society what one needs to survive.

Regardless of the option chosen, survival will occur. The question is, how do we as educators provide a systematic process which will allow our minority youngsters to survive by taking the first option and then move beyond that goal to self identity.

In order to accomplish this goal we must attempt to assist minority students to acquire optimum development. That is, the school must

provide the optimal psychological environment for learning. It should help minority students learn processes for dealing with honest emotions, values and decision-making, and assist the minority individual in acquiring information related to his/her talents and limitations. Schools must also assist minorities with their career development by helping them identify and explore career options. Finally, the process should help minority students assume responsibility for the consequences of their acts and should provide a system of advocacy for them.

The outcome should be persons who are able to continually assess, accept and use their strengths. The outcome should be persons who can identify a learning situation that best serves their purposes, and who can attain the interpersonal communication skills that will enable them to become aware of themselves and others. Such persons will be able to assume responsibilities for their behavior, and more importantly will be able to clarify attitudes concerning the role of education, work and leisure in their lives.

Mr. Byron Kunisawa

Counseling for a lifetime means providing the type of developmental skills that will help minorities survive for a lifetime. Originally the focus was on increasing self esteem through ethnic studies programs and courses. Such activities are now called multi-cultural education. This is not the answer, for what we see is schools that have ethnic days and festivals centered around food and music. A nation that focuses on food and music will produce only fat kids that can dance.

We must not only develop skills but we must also change the system.

The two must go side by side. Without modification of the system, people of color will never succeed in the system. Of course, it is painful to make any type of changes but we must show our students how to change the forces that are causing the problems. We must teach students to manage the system and not the reverse.

In order to bring about any systems change minorities must gain power. Presently, minority people have the least amount of power because they have no resources. Counselor must take charge of situations and show our students how to survive for a lifetime.

When I taught elementary school I told my students not to be concerned with the answers to questions but with the process used in getting those answers. One of my students, a black girl, came up to me after class with a poster that said:

> "If you give me a fish, I will eat for a day.
> "If you teach me how to fish, I will eat for a lifetime."

Dr. Jeremiah Floyd

Cities that have a large population of blacks are being taken over by death (i.e., robbery, quarrels, and narcotics). As a result, we must counsel for both survival and beyond survival. These two, in my view, are inseparable and any strategy for one must contain the other. We must help our youth understand the ambient nature of the situation which we must face.

We dare not ignore the Jencks and the Shockleys, but there are other "snakes in the grass" that we would be ill-advised to take lightly. Consider this example:

A white Superintendent of Schools in a major southern city recognized the existence of racism in his school district and testified to it in Federal Court. But, in a recent meeting he declared that Affirmative Action had been a failure in his district. He had been required by HEW to meet a specified goal of hiring Spanish speaking people. After one year the students were tested and scored lower than they had the year before. Thus, Affirmative Action had failed. His Remedy: 1) Junk Affirmative Action; 2) Hire the best teachers available irrespective of racial or minority identity (the best teachers would be defined as those who knew the basic principles for child development); 3) He would determine who qualified by relying on academic records, anecdotal records, recommendations, and interviews.

Where have you heard this treatise before? Where is the evidence which proves that minority youngsters have gotten a fair shake under a system built on such dysfunctional axioms as these? Any approach to the counseling of minority youngsters must take on a kind of symbiotic function and realization of Social Power. An inverse focus must be to instill within black youths a kind of self-actualization concept and skill which will enable them to function normally and independently in social and other settings which are predominantly non-black.

If Counseling Beyond Survival is to have any meaning, then counseling must include both of these focuses simultaneously. To perform this miracle, it might just be necessary to counsel our youth in two seemingly mutually exclusive concepts - Black Humility and Black Arrogance.

Dr. Charles Thomas

Stevie Wonder said we are amazed but not amused by those who cause much but deliver little. We professionals are cultural translators, and as such, it is our professional responsibility to address ourselves to

the problems of our race. This is not only moral justice, but also political justice.

One of the major problems is the research being conducted on minority people. We should put an end to our communities being studied by researchers who have no understanding of the populations they are investigating. This can be accomplished by creating minority review panels to assess the possible effects of the research. We can go further and sue those whose research has bad damaging effects on the community.

There is another problem. Many of us are too insecure about the nature of the universe, time, space and freedom. We will gain power only by letting blackness become power. For blackness is not power until it touches and moves the will. Blackness becomes power when it gives us a new and better world to live in; when it gives us a drive and a belief which convert us into better people. In surrendering to the truth of blackness, one is no longer afraid.

COUNSELING FOR A LIFETIME

Tomorrow's Challenge - Today's Task

Dr. Charles Thomas
Professor of Psychology
University of California at San Diego

There is a difference between tasks and challenges when they are applied to mental health. Within the context of mental health, tasks must involve the technology of human knowledge where identification, classification, internalization and performance are significant contingencies of what we do. Challenge, by contrast, implies an evaluative set where a demand is placed upon prior and present positions. Challenge and task are combined in the concepts of "knowing that" (information) and "knowing how" (skills). We have confused these two concepts and consequently don't know that which we should know how to do.

The challenge of the future is to develop a scientific and political model for action based on the black experience. The goal is to carve out a political power structure addressed to a better allocation of resources. Survival depends on cultural and psychological liberation. One of the major barriers to this process is a tendency toward self-deceptive behavior. This behavior includes ineffective and neutral responses to societal conditions as well as an emphasis on verbal responses instead of concrete action. The result is a continued emphasis on deficit modeling and a lack of identification with one's culture and heritage. It would appear that the crucial lesson of the sixties -- that power leads to power -- goes largely unheeded.

These self destructive behaviors were explained within the framework

of a stage and phase theory based on the assumption that blackness evolves over time through a series of specific mind sets and behavioral patterns. The theory distinguishes four major role types: Marginal, Conformist, Pirate and Rebel. In addition, there are four phases through which an individual must pass to become black: Emancipation, Supportive Maintenance, Enhancement and Revitalization. Phase one, the desensitization or freeing up stage was discussed in depth. It revolves around five consecutive stages with the last being the internalization of blackness Many people never reach this stage; however, stunted development occurs within all stages of the process. Yet the successful completion of this process is essential if we are to gain power for self direction. For, in effect, blackness becomes power by furnishing a belief system of life which transforms one into a better, finer and stronger human being.

The goal of minority action should be to carve out a political power structure that will work toward better allocation of resources, according to Dr. Charles Thomas.

Additional Conference Activities

In addition to the major speeches, panel presentations and workshops, there were activities such as the dance interpretation of Ms. Gloria Watts which was performed during the opening session; Dr. Al Pasteur's rendition of several spirituals; and a sign language interpretation of the Lord's Prayer performed by Ms. Theda Starr. Each of these activities gave us an opportunity to observe first hand some of the cultural activities that contribute to the uniqueness of various minority groups.

One of the highlights of the conference was the presentation of an award to Dr. Gloria S. Smith, conference co-chairperson, for her outstanding contributions to the advancement of minorities through educational and counseling activities. The conference participants gave recognition to Dr. Smith's dedication to minority needs with a standing ovation.

Alice Scales, Assistant Professor of Education at the University of Pittsburgh, congratulates Gloria Smith on the receipt of an award honoring her contribution to the advancement of minorities.